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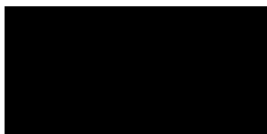
INTELLIGENCE PROCESS COURSE #1-76

15 September - 17 October 1975

Room 802
Chamber of Commerce Building

Intelligence Institute
Office of Training

25X1A STAFF

 (Training Assistant)

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COURSE OBJECTIVES

Upon completion of the Intelligence Process Course the student will:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of US intelligence research and the broad range of analytic methods developed within and used by the intelligence community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

COURSE METHODS

1. Intelligence specialists from within CIA and from other agencies within the intelligence community will give presentations to the class. Assigned reading and motion pictures will be used to prepare students for the presentations or to enlarge on the scope of the presentations.
2. Analysts from CIA and other intelligence agencies will conduct discussions and panels with class participation. Working analysts will use case studies to examine the intelligence process in operation. In presenting these case studies, the analysts will consider tasking, research, analytical techniques, coordination, and methods of presentation.
3. Members of the class will perform a number of exercises that will reinforce their understanding of classroom lecture/demonstrations on presentation, skills, and problems.
4. The class will visit several intelligence facilities in the Washington area to observe collection, processing, analytic, and presentation activities. Attention will be given to examining methodologies developed by components of the intelligence community to meet particular collection and analytic needs.

COURSE CURRICULUM

IPC #1-76

UNIT I

The Intelligence Cycle: Tasking, Collection, and Processing

Approximately two weeks are devoted to the development of intelligence requirements, the collection of intelligence information from overt and clandestine sources (human and technical), and the processing of collected information.

This unit includes demonstrations of intelligence data handling activities, visits to information repositories, and discussions with specialists.

UNIT II

The Intelligence Cycle: Analysis, Interpretation, and Presentation

About two weeks are devoted to the analysis, interpretation, and presentation of intelligence. The focus is on the analyst producing finished intelligence in the Directorates of Intelligence and Science and Technology in the Agency, and in the analytic components of other USIB agencies. Through presentations by working analysts, directed reading, selected visits, discussion, and practical exercises, members of the class receive first-hand insight on tasking, selection and development of research methodologies, analytical techniques, methods of interpretation, and presentation formats. Visits acquaint the class with activities in the intelligence community directed toward satisfying requirement for finished intelligence in support of foreign and national security policy makers at the executive level.

UNIT III

The Intelligence Cycle: The Consumer

For about one-half week the class receives a series of presentations on the policy-making consumers of foreign intelligence and the relationships between policy and intelligence support entities. Key speakers discuss the effectiveness of finished intelligence.

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INTELLIGENCE PROCESS COURSE #1-76
15 September - 17 October 1975

Room 802, C of C

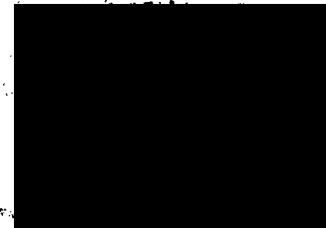
25X1A

Monday, 15 September

0845-1000

Course Introduction

- Administrative Affairs
- Presentations and Introductions
- Class Members' Profiles and Interest Inventory
- Security Arrangements
- Overview and Requirements



1015-1200

US National Security and Foreign Intelligence

Directed Reading:

- Strategic Intelligence for American World Policy, Sherman Kent (Preface, Chapters 1, 9, 10, 11)

- Cloud 9: A Problem in Intelligence Production, James [redacted]

25X1A

1200-1300

LUNCH

25X1A

1300-1400

Special Briefing and film



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urity

1430-1600

The Intelligence Cycle

The speaker looks at US positive foreign intelligence as a continuous process involving close interaction between the policy-level user of foreign intelligence and collectors and analysts.

Tuesday, 16 September

Room 802, C of C

0845-1015	Reflections of an Intelligence Analyst	25X1A
25X1A	<i>██████████ looks back over a long and varied career in the DDI and discusses changes in approach and technique that affect intelligence production.</i>	██████████ Chief, East Europe Branch, USSR/EE Div., OCI/DDI
1030-1100	Briefing as an Intelligence Activity	25X1A
25X1A	<i>██████████ presents an overview and explanation of a briefing exercise to be carried out by each member of the class.</i>	██████████ Office of Training
1115-1200	Directed Reading:	
25X1A	-Intelligence for Policy Chiefs, ██████████	
25X1A	-Uncloaking the CIA, ██████████	
25X1A	-Scientific and Technical Intelligence Analysis, ██████████	
1200-1300	LUNCH	25X1A
1300-1445	Information Requirements and Collection Guidance	██████████ Chief, Collection Guidance and Assessments Staff, DDI
25X1A	<i>██████████ discusses collection guidance throughout the intelligence community from the vantage point of the CGAS.</i>	
1500-1645	Film: <u>Scientific Intelligence During World War II</u>	

25X1A

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Thursday, 18 September

Room 802, C of C

0845-1015 Introduction to the World of
Science and Technology

Sayre Stevens
Associate Deputy
Director for Science
and Technology

*Dr. Stevens discusses the
implications of science and
technology for intelligence
analysis and the overall support
of his Directorate to the consumers.*

1030-1130 Film: ~~Future Shock~~ A Point in Time: The Corona Story

1130-1200 Directed Reading:

-Intelligence Support to the US Salt
Delegation, [REDACTED].

25X1A

25X1A

25X1A

1200-1300 LUNCH

25X1A

1300-1600 Guidelines for Oral Presentation
in Intelligence

*These two experienced individuals
present guidelines for effective
intelligence briefing, including the
use of graphic aids. They present
some practical demonstrations.*

[REDACTED]
Former Agency
Official

25X1A

Friday, 19 September

VISITS TO NATIONAL PHOTOGRAPHIC INTERPRETATION
CENTER AND IMAGERY ANALYSIS SERVICE

0745 Bus Departs for NPIC

0830-1230 Overview of Origin and Productivity
of the NPIC/DDS&T

John Hicks
Director, NPIC

Mr. Hicks' overview will be followed by presentations by selected NPIC units on programs of the NPIC; the work of the imagery analyst/interpreter, collateral support; the interface between the Center and production elements of the intelligence community and other consumers; projections into the near future; analyst to analyst discussions.

1230-1330 LUNCH

25X1A

1330-1600 Imagery Analysis Presentations
and Tours

Dep. Director, IAS

Overview of IAS/DDI responsibilities and productivity; distinctions between the work of NPIC and IAS; programs and products.

1615 Bus Departs for C of C Building

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Monday, 22 September

Room 802, C of C

25X1A

Operations Staff/DDO

0845-1015 Clandestine Sources of Information

An overview of the Directorate of Operations with special focus on clandestine collection activities.

1030-1200 Development of Technical Collection Systems

A discussion of research, development, and engineering activities on an Agency-wide basis as well as advanced collection systems.

Leslie Dirks
Director, Office of Development and Engineering, DDS&T

1200-1300 LUNCH

1300-1430 Collecting and Reporting from Liaison Sources

Intelligence information from non-US intelligence services constitutes a significant input to the US system. The nature and scope of this information is described by an experienced officer.

25X1A

Former Agency Official

1445-1630 Products Display

A broad sampling of intelligence information documents and finished intelligence made available to the executive level policy maker is displayed for student perusal and discussion.

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Tuesday, 23 September

Room 802, C of C

0845-1015

Directorate of Operations
Reporting; Relationship with
Production Offices

~~Chief, Intelligence~~
~~Group, Operations~~
~~Staff/DO~~

25X1A

Reports Control Branch, DDO

The speaker discusses clandestine reports, what they contain, how they can be used. He will explain the format that has been evolved and the system of caveats that control information from clandestine sources.

25X1A

1030-1230

First Briefing Exercise

The students will present short extemporaneous briefings which will be video-taped for later playback.

1230-1330

LUNCH

1330-1600

Briefing Exercise (continued)

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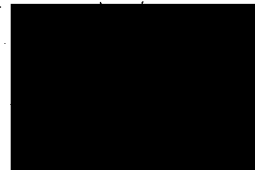
Wednesday, 24 September

NSA Operations Building

VISIT TO THE NATIONAL SECURITY AGENCY

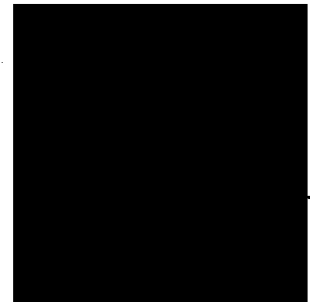
*This program at Fort Meade orients
the class to the broad responsibilities
of NSA.*

0745	Bus Departs for NSA
0840-0855	In-Processing and Program Introductions
0900-1030	NSA/Central Security Service Missions, Functions, and Organizational Relation- ships, Collection
1040-1130	National SIGINT Operations Center (NSOC) Briefing and Tour
1130-1230	LUNCH
1230-1420	Principles and Applications of Cryptography
1430-1520	Discussion of Collection Problems
1530-1615	Discussion of Operational Problems
1630	Bus Departs for C of C Building



25X1A

NSA Staff



25X1A

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Thursday, 25 September

Magazine Building

VISIT TO THE OFFICE OF GEOGRAPHIC
AND CARTOGRAPHIC RESEARCH

0830 Bus Departs for Magazine Building
0900-1230 Geography in Intelligence Analysis

25X1A

Dep. Director, OGCR

*The Director of OGCR/DDI discusses
geography as an element of national
power, geographic research in CIA,
and the role of cartography in the
analysis and presentation of intelli-
gence.*

25X1A

*Other presentations will give
particular attention to OGCR's
Atlas program, Intelligence Mapping
program, Law of the Sea support,
and Environmental Analysis Staff.*

1230-1330 LUNCH

1330 Bus Departs for C of C Building

1400-1530 Behavioral Analysis of World
Leaders

Room 802, C of C

25X1A

~~discusses the
methodology used in producing
psychiatric studies of foreign
personalities and the utility
and limitations of these studies
to other analysts in the field.~~

Postponed until later in the course

~~Office of Scientific
Intelligence, DDS&T~~

25X1A

(16 Oct)

1545-1630 General Course Review and
Discussion

ITB Staff

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Friday, 26 September

Room 802, C of C

0845-0945 Directed Reading:

-An Assessment of OCI's
Superstructure, [REDACTED]

25X1A

-View from the Hot Shop, [REDACTED]
and [REDACTED]

25X1A

25X1A

-The Art of China Watching, [REDACTED]

25X1A

1000-1200 Video Playback of Student Briefings

*The briefings presented by each
student on Tuesday will be played
back and individually critiqued.*

1200-1300 LUNCH

1300-1600 Video Playback (continued)

Monday, 29 September


Room 802, C of C

0900-0945 Principles of Good Agency Writing

 Office of Training

25X1A

25X1A

 discusses the importance of clear, concise prose in intelligence reporting and production and outlines the writing requirements of the various Directorates.

25X1A

1000-1200 Panel of DDI Editors

Working level editors will discuss their role in intelligence production and the special problems that arise in processing intelligence for final dissemination to the consumer.

1200-1300 LUNCH

1300-1600 Coordination Exercise

The class will be organized into teams that will prepare and then coordinate an intelligence production item.

Tuesday, 30 September

Room 802, C of C

0900-1200 Coordination Exercise (continued)

1200-1300 LUNCH

1300-1600 Coordination Exercise (conclusion)

Wednesday, 1 October


Room 802, C of C

0845-0900 Guidelines for Second Briefing Exercise

0900-1200 Economic Intelligence Writing Exercise

25X1A

25X1A

 presents a writing exercise using somewhat technical information that will need to be presented clearly for the non-economist to comprehend readily.

1200-1300 LUNCH

1300-1600 Economic Exercise (continued)

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Thursday, 2 October

Headquarters

0845-1015 Use of Graphics in Intelligence
Production

Room 7E32

25X1A

[REDACTED] discusses the growing importance and use of graphics in intelligence production and offers a quick look at some future developments.

[REDACTED]
Chief, Visual
Information and
Design Branch,
OGCR/DDI

25X1A

1030-1230 Visit to OGCR's Cartography Division

Room GH08

The class will tour the Division where maps, charts and briefing materials are produced for all of the DDI and DDS&T. They will also see the Agency's unique computer-driven map-making machine.

1230-1330 LUNCH

1330-1630 The Analyst at Work in Political
Research (OPR)

Room 3E62

Overview of the Office of Political Research and a discussion of political research and reporting. Several key OPR analysts will discuss their research projects and the analytical methods they employ.

25X1A

Friday, 3 October

Headquarters

0900-1200 The Analysis at Work in Scientific
Intelligence (OSI)

Room 6F21

A senior intelligence officer describes the nature and scope of scientific intelligence production and its significance to national security decision-making. Sources, tasking, and analytic methodologies are discussed in case study presentations.

Dep. Chief, Nuclear
Energy Division,
OSI/DDS&T

25X1A

1200-1300 LUNCH

1330-1630 The Analyst at Work in Weapons
Intelligence (OWI)

Room 1A08

A discussion of the all-source approach to analysis of foreign missile and space activity; case studies of weapons systems.

Richard Hineman
Deputy Director,
OWI/DDS&T

25X1A

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Monday, 6 October

Headquarters

VISIT TO CENTRAL REFERENCE SERVICE

25X1A

0900-0945	Overview of CRS		<u>1E78</u>
0950-1050	Project SAFE and its Impact on the Analyst	Dep	<u>1E78</u>
1050-1100	BREAK		
1100-1125	Biographic Program		<u>1E78</u>
	25X1A		
1125-1150	 Program		<u>1E78</u>
1150-1230	Information Services Group Division Briefings		
	USSR		<u>1H46</u>
<i>The class</i>	FEPAC		<u>1H18</u>
<i>will be</i>	EUR		<u>1G81</u>
<i>organized</i>	NEA		<u>1G26</u>
<i>into groups</i>	WH		<u>1H39</u>
<i>according</i>			
<i>to interest.</i>			
1230-1330	LUNCH		
1330-1345	Acquisitions		<u>1E78</u>
1345-1400	Dissemination		<u>1E78</u>
1400-1445	Document Services/ External Data Bases		<u>1E78</u>
1450-1530	Pictorial Services (Shah of Iran Film)		<u>1E78</u>
1530-1600	Tour of Library		<u>1E41</u>
1600-1630	C/ISG and C/DSG Wrap-up		<u>1E78</u>

25X1A

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Wednesday, 8 October

Headquarters

0845-1200 The Analyst at Work in
Economic Research (OER)

Room 4F31

*The overall responsibilities
and productivity of the Office
of Economic Research; several
economic case studies illustrate
the type of finished intelligence
production in OER and the research
strategies employed.*

25X1A

1200-1300 LUNCH

1300-1400 Tour of Printing Plant

Printing Services
Division Bldg.

1415-1600 Congress as Intelligence
Consumer

Room 7E32

25X1A [REDACTED] discusses
Congressional use of finished
intelligence and the evolving
Congressional view of the
importance of sound intelligence.

[REDACTED] 25X1A
Congressional
Briefing Officer,
DDI

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Thursday, 9 October

Room 802, C of C

0845-1045 Panel Discussion: Problems
in Intelligence Analysis

25X1A

 will lead off with
some views based on his long
experience in producing National
Intelligence Estimates, to be
followed by discussion with
other members of the panel.

25X1A

1100 Bus Departs for the Pentagon

1130-1230 LUNCH

1230-1330 Tour of the National Military
Command Center

Col. Mike Duggan
(Escort)

*The NMCC provides around-the-
clock support to the Joint Chiefs
and the Secretary of Defense on
all operational matters affecting
the armed forces.*

1345 Bus Departs Pentagon for the
White House

1400-1530 The White House Situation Room

*A senior member of the staff
will discuss the operation of
the Situation Room and how it
handles intelligence support
for the President.*

1545 Bus Departs for C of C Building

Friday, 10 October

Room 802, C of C

0845-0945 General Course Review and
Discussion

ITB Staff

1000-1200 Final Briefing Exercise

*Each student presents a short
briefing which is followed by
individual and group critiques.*

1200-1300 LUNCH

1300-1600 Briefing Exercise (continued)

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Monday, 13 October

H O L I D A Y

Tuesday, 14 October

Headquarters

0845-1200 The Analyst at Work in
Strategic Research (OSR)

6F19
Room 3E62

An overview of the intelligence production activity of the Office of Strategic Research is followed by discussions of specific analytical programs in support of current intelligence needs for OCI, the National Intelligence Officers, and others; case studies of selected research and reporting are discussed as to content and methodologies employed.

25X1A

1200-1300 LUNCH

1300-1430 Intelligence Analysis in
"Crisis" Management

Room 6F19

25X1A

[REDACTED] discusses intelligence analysis in crisis management and describes current and future systems for alerting and warning.

[REDACTED] 25X1A
Intelligence
Community Staff

1500-1600 Visit to CIA
Operations Center

Room 6F19

The Agency's 24-hour control center, the Operations Center alerts Agency officials to critical events and is CIA's after hours contact point to the intelligence community and the White House.

x [REDACTED] 25X1A
Dep. Chief, CIA Operations
Center

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Wednesday, 15 October

Headquarters

0845-1015 The National Intelligence
Officer (NIO)

Room 7E62
25X1A

Two NIO's will discuss their responsibilities and activities as senior substantive intelligence officers.

1030-1200 Intelligence in International
Terrorism

The nature and scope of the threat and US activities for countering international terrorism.

1200-1300 LUNCH

1300-1600 The Analyst at Work in
Current Intelligence (OCI)

OCI's role as both producer and publisher of national intelligence will be discussed. OCI analysts will discuss their work in producing both daily intelligence for the highest levels of government and also their contributions to producing National Intelligence Estimates.

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Thursday, 16 October

Room 713, C of C

0845-1015

Behavioral Analysis of World
~~Intelligence in Narcotics~~ *Feeders*
~~Control~~

25X1A

*The role of intelligence
analysis and the Agency's
responsibilities in narcotics
control.*

(rescheduled from 25 Sept)

1030-1200

Time-Dominated Reporting

ITB Staff

*An examination of some
of the constraints and
frustrations caused when
finished intelligence must
be produced under short
deadlines.*


1200-1300

LUNCH → Videotape of DCI on Face the Nation, 6 Oct.


1300-1430

Intelligence for the
President

25X1A


Presidential
Briefing Officer/DDI

25X1A

 discusses
the preparation and presentation
of intelligence to the President
on a daily basis.

1445-1615

The State Department as an
Intelligence Consumer

William C. Sherman
Japan Country Director,
Department of State

*A long-time Foreign
Service Officer, Mr. Sherman
draws on his experience both
overseas and in Washington to
give some personal views on
the value of intelligence.*

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Friday, 17 October

Room 713, C of C

0845-1015 Intelligence Production as
Seen from Congress

~~TBA~~ W. Clark McFadden, II,
Senate Armed Forces
Committee Staff

*A discussion of how a
Congressman views and uses
positive foreign intelligence.*

1030-1130 Course Summary

ITB Staff

1130-1300 DUTCH TREAT LUNCH

1330-1500 The Directorate of Intelligence

Paul V. Walsh
Associate Deputy
Director for
Intelligence

*The ADDI will share his
perspective on the issues and
problems which currently confront
his Directorate.*

1515-1600 Course Evaluations and
Closing Administrative
Matters

ITB Staff

25X1A

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Intelligence Process Course -- Evaluation Form

STATINTL

Name [REDACTED] (Optional)

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

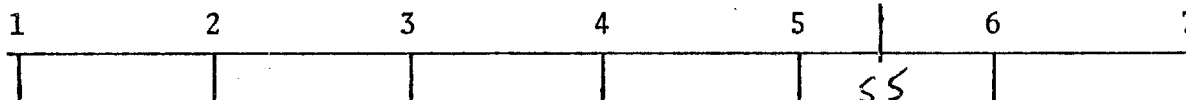
- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use the reverse of these pages, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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Intelligence Process Course -- Evaluation Form

STATINTL

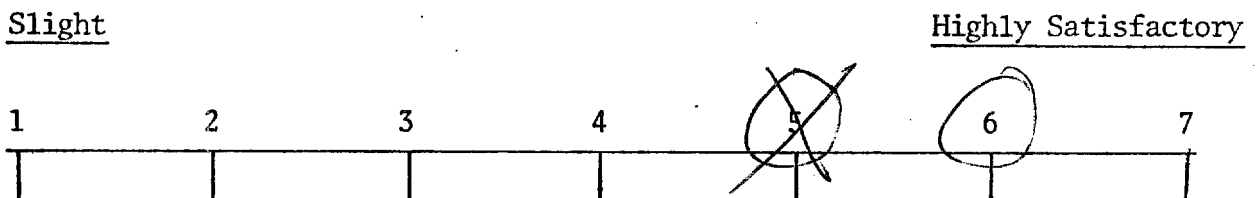
Name [REDACTED] (Optional)

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- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:



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4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all? Keep in mind that the IPC has a five-week limit, so to add or expand in some areas would require a reduction of time for others.

I DO NOT THINK ENOUGH TIME WAS SPENT ON THE CONSUMERS OF FINISHED INTELLIGENCE. A PRESENTATION BY SOMEONE ON THE NSC STAFF SHOULD BE INFORMATIVE AS TO HOW ~~FOR~~ OUR FINISHED PRODUCTS ARE USED, OR NOT USED BY THEM.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

BRIEFING COURSE IS FINE AS IS.

WRITING COURSE SHOULD FOCUS ON INTELLIGENCE ANALYSIS & PRODUCING A "FINISHED" ITEM. THE COORDINATION EXERCISE IS VERY UNREAL. DIVIDING THE CLASS INTO GROUPS REPRESENTING OER, OCI, & OSR IS OK. HAVING EACH GROUP PRODUCE A PAPER THAT HAS BEEN COORDINATED WITHIN EACH RESPECTIVE GROUP SHOULD BE SUFFICIENT IN TERMS OF COORDINATION.

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Intelligence Process Course -- Evaluation Form

STATINTL

Name [REDACTED] (Optional)

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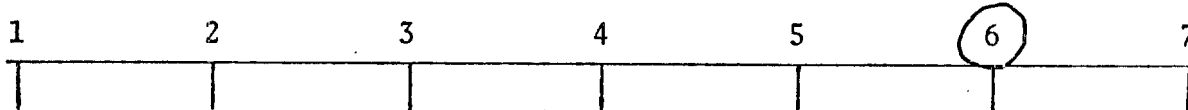
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



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25X1A

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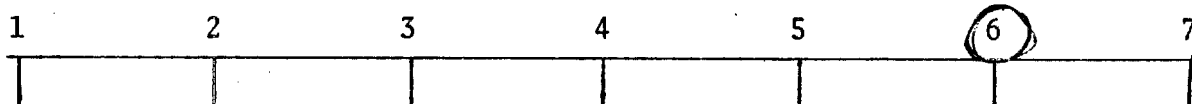
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

* In general, all presentations are valuable and none should be cut. I can state this because I feel that a member of the CIA needs to know this information.

3. Identify the least effective presentations, visits or exercises and explain why.

The only factor which I feel may make one presentation more effective than another has been the skills of the individual briefers. Some briefers make a topic interesting while others put you to sleep. This, of course, is a problem that is almost impossible to correct. The only recommendation that I can make is that briefers limit their presentation to these things:

A, what is the service, branch topic etc.

B, " " can the " " " " do for us

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No Comment

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Both exercises were good.

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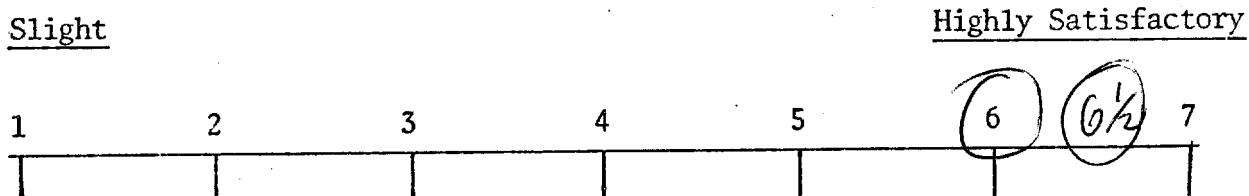
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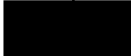
OUTSIDE

NPIC

DIA

WHSR

STATSPEC

INSIDE

OER

Congressional liaison briefers

White house briefers

film on development overhead recon.

film on Brit intell during WWII

PSD

25X1A



& others

(would like more films if feasible)
- missed "Future Shock"

3. Identify the least effective presentations, visits or exercises and explain why.

OUTSIDE

NSA - too detailed in their presentations

INSIDEApproved For Release 2000/05/15 : CIA²RDP80-00503A000100090002-0

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Course was basically well structured. Course counsellors did a superb job in both a professional and friendly manner.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Change the goals of the Coordination Exercise to ① writing, ② coordination as opposed to the now accepted goals which are in reverse order.

The speaking exercise was very helpful.

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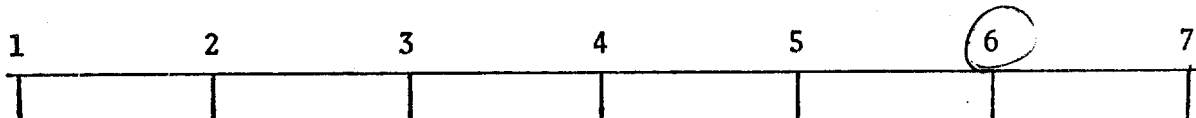
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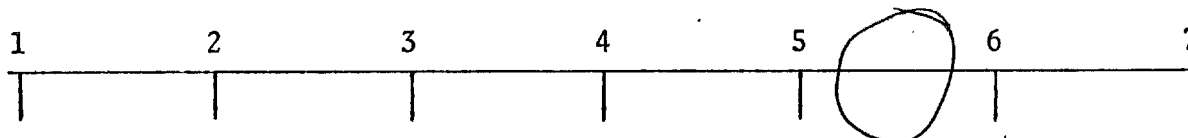
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL NPIC, NMCC, - BOTH VISITS WERE INTERESTING, RATHER
AWING, & PRESENTED A VALUABLE INSIGHT INTO OTHER FORMS
OF INTELLIGENCE MANAGEMENT OR COLLECTION.

STATINTL THE PRESENTATIONS BY DR. SAYRE STEVENS, [REDACTED]
OWI, NAVY INTELLIGENCE (DIA), AND THE INFORMAL TALK BY
STATINTL [REDACTED] (CONTEXT/POEBLO) WERE ALL WELL DONE, KEPT OUR
STATINTL ATTENTION, AND WERE INFORMATIVE. [REDACTED] PRESENTATION
WAS ALSO EFFECTIVE AND INTERESTING. [REDACTED] COULD HAVE
HAD HIS PRESENTATION EARLIER IN THE COURSE.

3. Identify the least effective presentations, visits or exercises and explain why.

STATINTL CRS, NSA - VISITS WERE TOO LONG, POORLY PRESENTED
(WITH VERY FEW EXCEPTIONS).

STATINTL PRESENTATION ON DDO REPORTING ([REDACTED]) - TENDED
TO ALIENATE ME DUE TO HIS METHOD OF PRESENTATION
PRESENTATION (PANEL) WITH [REDACTED] LIKEWISE
ALIENATED ME DUE TO THE MANIFESTATION AND PROJECTION
OF HIS EGO.

ANY PRESENTATION, OR SERIES OF PRESENTATIONS, WHICH
DWELL FOR AN EXCESSIVE LENGTH OF TIME ON ANY
SUBJECT, TEND TO BECOME COUNTER-PRODUCTIVE AFTER
THE SECOND OR THIRD HOUR. IN PRESENTATIONS WHICH MUST
EXTEND LONGER THAN TWO HOURS, GOOD AND EFFECTIVE
SPEAKERS ARE A MUST TO RETAIN CLASS ATTENTION.

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REDUCE TIME SPENT AT CRS, DIA, NSA. SMALL GROUP DISCUSSIONS ; PARTICIPATION WITH ANALYSTS WOULD BE HELPFUL

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

DESPITE THE OPPOSITION TO THE BRIEFINGS AND WRITINGS, THEY WERE BENEFICIAL. WRITING EXERCISES SEEMED TOO CONTRIVED.

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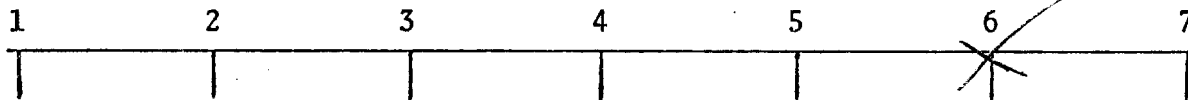
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No problems here. Good balance.

*Also, Hardy and Barbara were both effective course leaders and pleasant to work with.
(sincerely)*

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Briefing exercise and writing problem should be combined. Students should be given mass of material, told to write report, coordinate w/ chief, and brief him on it.

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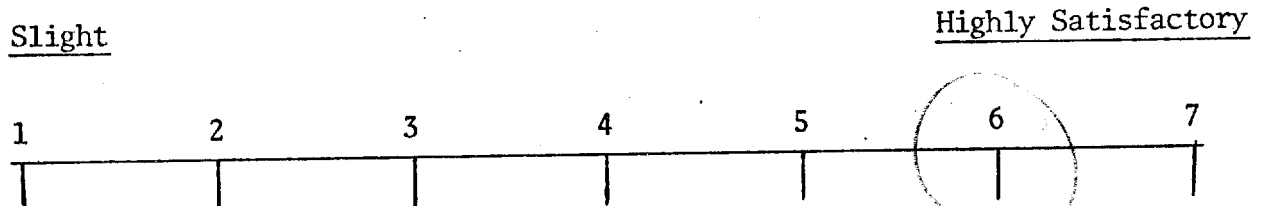
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

WH sit room and Pentagon were very impressive.

DCD, OSR, Oel + OER were best presentations.

3. Identify the least effective presentations, visits or exercises and explain why.

NSA was boring because of ineffective briefing technique.

CRS was too long + boring.

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I feel we could dispense with the coordination and report writing exercise. We should enhance our knowledge of agency style of writing.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Both were valuable. Staff did an excellent job of coordination and encouraged the students to learn as much as possible.

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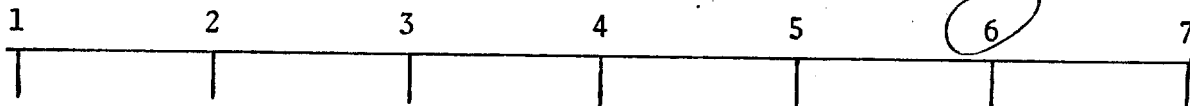
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Visits - White House, NMCC, DIS (Navy men & MBFR men).
 well organized, good briefers.
 Generally briefers good.
 Bravo! to Ron, Hardy and Barbara for a fine
 job and genuine interest in the students.

3. Identify the least effective presentations, visits or exercises and explain why.

Briefings - too much time - could have been just as
 effective in shorter time - why make people who did
 very well on first & have experience do a second? - Give
 those that need practice more time.
 Writing exercise - idea good - coordination & flow.
 NSA - everyone knows problems there.

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see comment on 3, perhaps more time could have been given to those excellent and interesting speakers who never seemed to have enough time.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Commented on in 3-

STATINT

[redacted] ideas on the writing exercises have my support.

Both are valuable, I again question a total of about 20% of course concentrated on them. In writing exercise, perhaps 1 rather than 2 exercises would allow for a more effective result.

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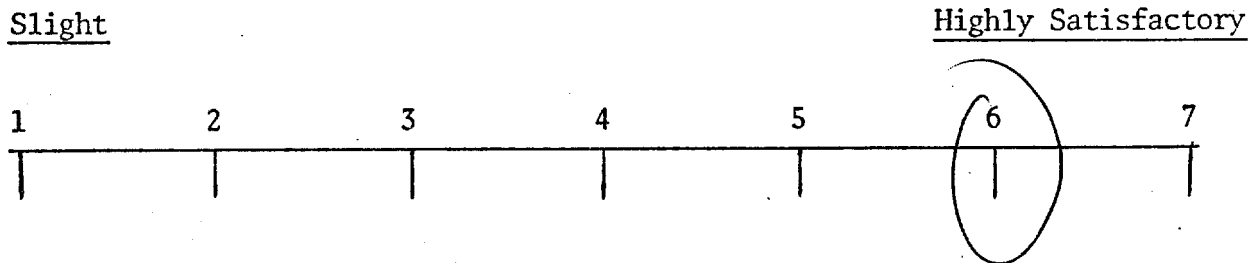
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STATINTL

NPIC

IAS

various films

OER presentation

Congressional staff counsel

Almost all individual briefings by CIA personnel which were competent and informed.

STATINTL

3. Identify the least effective presentations, visits or exercises and explain why.

DIA } excessive trivia
NSA }

CRS - too long 1/2 day plenty

Briefing exercise - reduce to one

lecture by DDO rpts officer - individual not forthcoming and generally contemptuous of class

~~SECRET~~

In general all briefers should be as forthcoming as possible and either be completely frank or avoid topics which are "too sensitive"

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Reductions as indicated on reverse. Provision of "free time" possibly 2-3 days, at spaced periods of the course for visits to areas of particular interest to student

The efforts of the course facilitators were invaluable and laudatory especially in the face of such an elitist, overconfident, and rowdy class

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Too long and vague of conceptualization
Writing exercise should be one of ~~the~~ individual efforts lasting not more than 1 day or less with a limit on length. A rigid one - perhaps 2 pp - would be most productive

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Expand to visit ACDA and
ISA in OSD w/ emphasis on their
perception of CIA bias - if any
and the degree to which they
rely on CIA research as opposed
to rpting

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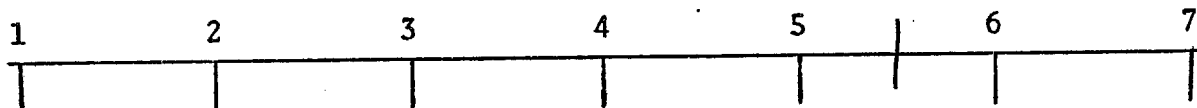
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STATINTL

[REDACTED] (Optional)

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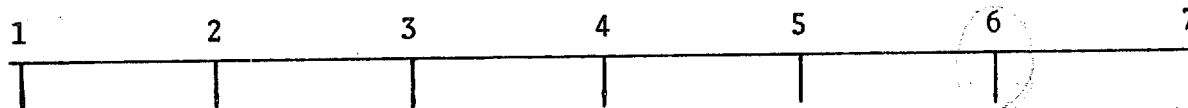
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



25X1A

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In the attempt to cover all areas, some areas were disproportionately heavily represented. Rather than expanding, the course might be better served by streamlining.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

*Briefing from set of common data -
connection between the written and
oral exercises*

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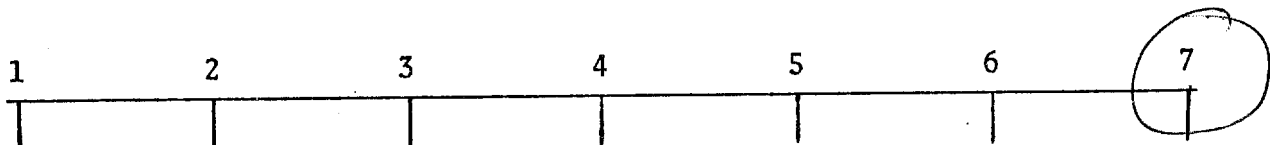
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

OGCR, OSR, OER, OCI, OSI, &

STATINTL

[REDACTED] all gave good presentations. Two approaches seem to work well; the individual lecturing to the group about a particular study. He completed and/or the CTs talking to analysts on a one to one basis.

STATINTL

[REDACTED] one of the better presentations, it worked. [REDACTED] was very informative, so [REDACTED] 25X1A

3. Identify the least effective presentations, visits or exercises and explain why.

Although CRS is a valuable office to visit, the time spent could probably be cut in half. The Project Safe briefing should not be cut but a different briefers might be in order.

NSA could be improved by, of course, the elimination of trying to tell us about office structure. We enjoyed the cryptographic lecture. And I was interested in finding out what all of the satellites do (however, presentation of this could be improved). Some of the time could be better used by letting us talk to individuals either in NSOC or else where.

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The CGAS letter could have been more effectively

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was a little one sided, yet made a point even if it was negative for them.

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The idea & outline used to ~~prepare~~ develop the course was well done. Perhaps too much time was devoted to briefings and briefing lectures. But as a whole you achieved your goals with this course.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

Since I am from the January CT class my writing course was the February version. At that time I felt the course was valuable, in fact it was one of the better courses. Perhaps the choice of cutting the entire exercise down to the coordination exercise solely, was not the best approach.

Although one videotaped briefing was valuable, two are too much. Now everyone knows they are "100 %" better speakers.

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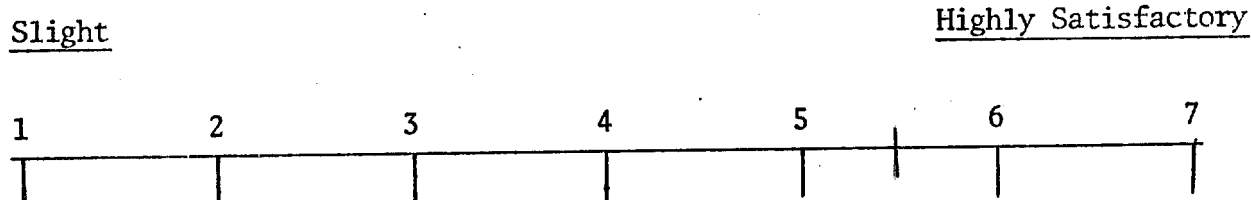
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Good ^{insofar as} ~~is~~ that it assumes that one has little background in the DDI. Less time should be spent in organization & more in discussing substantive work.

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

A bit too much time spent on the briefing exercise. I liked the talks, but these critiques tended to drag. ~~3~~ All in all, I think writing & speaking are skills that acquired over time & with a lot of practice, & that these exercises don't affect things much one way or another.

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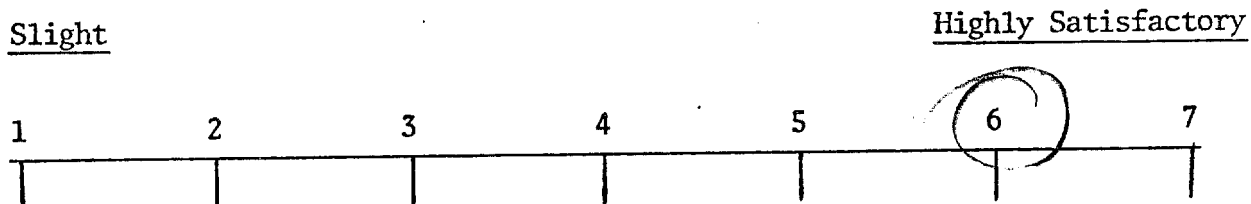
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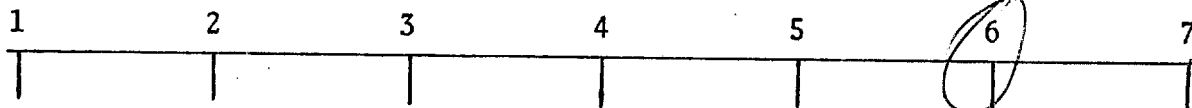
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Slight

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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Most of the ODT Reps (OPR, OER, OCT) were very impressive. They were obviously sure of their material and kept their briefings to the pertinent facts and areas.

3. Identify the least effective presentations, visits or exercises and explain why.

Most of the speakers at DIS were some of the least effective. Their talks, with the exception of the Navy Intelligence briefing, seemed programmed and stilted - and in one case bordered on being insulting.

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*I felt the DIA presentations were overdone.
I also felt that the two days used for class briefings could have been put to better use. Perhaps, during the writing period - each student could receive a different problem and then base his briefing on the paper he wrote.*

5. The writing and the briefing exercises were a new addition in this running of the course. Have you any specific suggestions for improving either of them, and do you believe they were of value to you in this type of training program? If not, how could they be revised to be more valuable?

see #4

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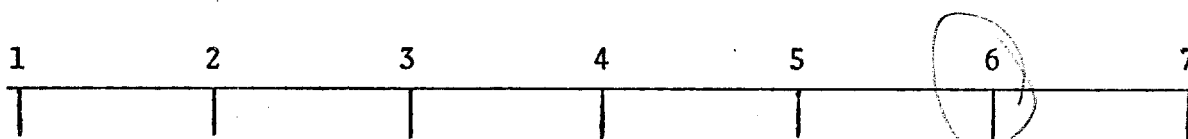
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Sayer Stevens - made subject interesting; well presented.

OSCR - well organized and informative.

DIS - very well organized, well managed and effectively presented.

STATINTL

[REDACTED] - excellent, very informative and candid.

towns of NMCC and WHSR - Very good

STATINTL

[REDACTED] excellent

[REDACTED] excellent

3. Identify the least effective presentations, visits or exercises and explain why.

ATINTL

[REDACTED] not really relevant or appropriate for the course.

Leslie Dicks I didn't like subject or way he presented it.

NSA - last two speakers were too long-winded and too technical.

CRS - too long and detailed

PSD tour - too hurried; in the future, a full two hours should be scheduled for this tour.

Time-Dominated reporting - I didn't think this exercise was useful at all.

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Too much scientific and technical

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I think the briefing exercise was worthwhile, however I suggest that in the future you plan to have only one briefing rather than two. I also think more time should be allotted for preparation of the briefings. Many people needed to go to Headquarters and other buildings and this was difficult to do given the schedule we had.

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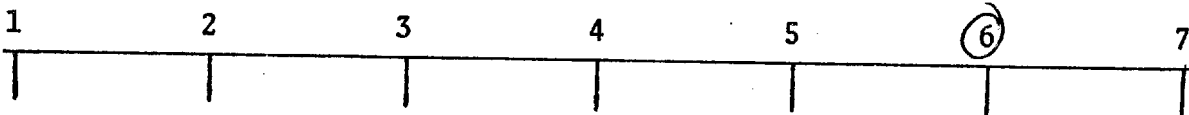
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As an old CT much of the course was repetitive. However, for someone new to the Agency I think it provides an excellent introduction

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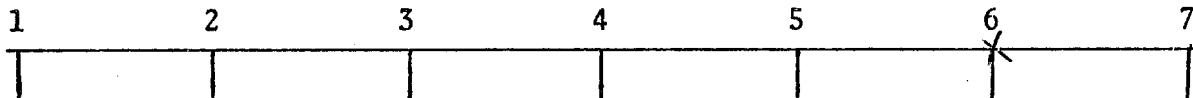
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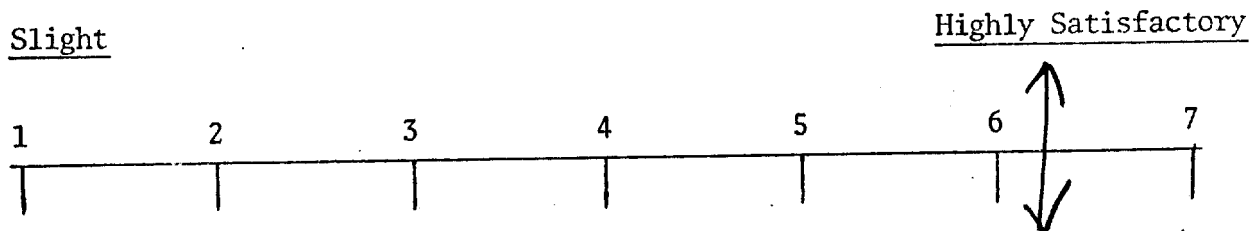
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